

## **ALICE DRIVE MIDDLE**

40 Miller Road  
Sumter, South Carolina 29150

**GRADES** 6-8 Middle School

**ENROLLMENT** 807 Students

**PRINCIPAL** Dr. Bill Coon 803-775-0821

**SUPERINTENDENT** Zona W. Jefferson, PhD 803-469-8536

**BOARD CHAIR** Mr. Bobby L. Matthews 803-773-6080

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	14	26	6	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

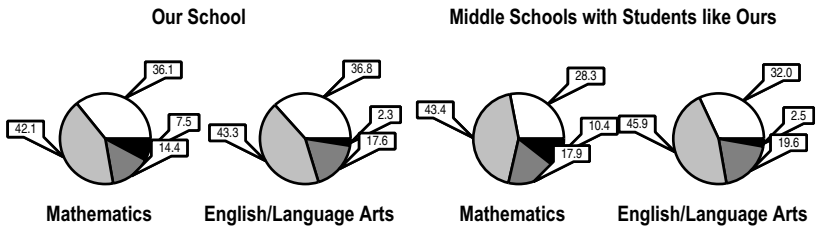
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




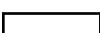
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	23	243	33
Percent satisfied with learning environment	78.3%	73.3%	90.6%
Percent satisfied with social and physical environment	81.8%	77.4%	68.8%
Percent satisfied with home-school relations	68.2%	82.2%	78.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	797	98.7	36.8	43.3	17.6	2.3	19.9	17.6
Gender								
Male	417	98.6	45.0	40.1	13.1	1.8	14.9	17.6
Female	380	98.9	27.7	47.0	22.5	2.9	25.4	17.6
Racial/Ethnic Group								
White	354	99.7	19.8	45.0	31.3	4.0	35.3	17.6
African-American	425	97.9	51.4	42.1	5.7	0.8	6.5	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	670	99.3	29.3	47.3	20.7	2.8	23.4	17.6
Disabled	127	96.1	77.2	21.9	0.9	N/A	0.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	797	98.7	36.7	43.4	17.6	2.3	19.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	796	98.7	36.6	43.4	17.7	2.3	20.0	17.6
Socio-Economic Status								
Subsidized meals	411	97.6	54.3	39.7	5.1	0.8	5.9	17.6
Full-pay meals	386	100.0	18.4	47.2	30.4	3.9	34.4	17.6

Mathematics								
All students	797	99.6	36.1	42.1	14.4	7.5	21.8	15.5
Gender								
Male	417	99.8	38.5	41.3	13.7	6.5	20.2	15.5
Female	380	99.5	33.4	42.9	15.1	8.6	23.7	15.5
Racial/Ethnic Group								
White	354	100.0	15.5	47.6	23.9	13.0	37.0	15.5
African-American	425	99.3	54.1	37.8	6.4	1.8	8.2	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	670	99.9	29.5	45.0	16.8	8.7	25.5	15.5
Disabled	127	98.4	70.9	26.5	1.7	0.9	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	797	99.6	36.0	42.1	14.4	7.5	21.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	796	99.6	36.0	42.2	14.5	7.4	21.8	15.5
Socio-Economic Status								
Subsidized meals	411	99.5	55.6	38.4	5.0	1.1	6.1	15.5
Full-pay meals	386	99.7	15.4	46.1	24.3	14.2	38.5	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	214	N/A	22.5	43.2	26.3	8.0	34.3
	Grade 7	266	N/A	27.8	48.3	22.4	1.5	23.9
	Grade 8	240	N/A	30.9	42.5	22.3	4.3	26.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	278	98.6	34.2	39.7	21.8	4.3	26.1
	Grade 7	233	98.3	36.8	44.5	16.7	1.9	18.7
	Grade 8	286	99.3	39.2	46.0	14.1	0.8	14.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	214	N/A	32.4	40.8	16.0	10.8	26.8
	Grade 7	266	N/A	45.8	38.1	11.2	5.0	16.2
	Grade 8	240	N/A	39.5	42.1	14.6	3.9	18.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	278	100.0	31.4	36.0	23.0	9.6	32.6
	Grade 7	233	99.1	42.7	36.0	10.9	10.4	21.3
	Grade 8	286	99.7	35.5	52.8	8.7	3.0	11.7

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 807)				
Students enrolled in high school credit courses (grades 7 & 8)	16.7%	Up from 12.9%	15.0%	14.4%
Retention rate	2.4%	Down from 2.7%	2.3%	2.3%
Attendance rate	95.0%	Up from 94.7%	95.4%	95.2%
Eligible for gifted and talented	19.7%	Down from 20.0%	16.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.8%	Down from 14.5%	14.5%	14.1%
Older than usual for grade	5.6%	Down from 6.1%	4.4%	4.9%
Suspended or expelled	0.4%	Up from 0.1%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	52.0%	Down from 54.9%	47.2%	47.1%
Continuing contract teachers	84.0%	Up from 80.4%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.3%	Up from 83.7%	86.1%	84.3%
Teacher attendance rate	94.7%	Down from 94.8%	95.2%	95.0%
Average teacher salary	\$39,361	Up 0.3%	\$39,890	\$39,924
Prof. development days/teacher	15.5 days	Up from 9.7 days	10.3 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio	23.4 to 1	Up from 21.8 to 1	21.5 to 1	21.0 to 1
Prime instructional time	85.5%	Down from 88.2%	89.0%	88.9%
Dollars spent per pupil*	\$5,359	Down 6.3%	\$5,756	\$5,854
Percent spent on teacher salaries*	62.8%	Up from 60.7%	62.3%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.0%	Down from 93.8%	95.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

With a vision toward "building for the future," Alice Drive Middle School (ADMS) experienced another successful school year in 2002-03. ADMS looks with pride at its 48-year heritage of achievement, while planning and building for the future.

Renowned as a South Carolina Exemplary Writing school, ADMS achieved many outstanding accomplishments. Twenty junior scholars were selected for excellent performance on the PSAT assessment and twelve students qualified as Duke TIP scholars with four state winners and one Grand Recognition winner. The band received a superior rating from the South Carolina Band Directors Association, the highest rating that a band can receive. The football team and girls' track team achieved championship status in the Mid 14 Conference. Additionally, ADMS annually has winners in the Lieutenant Governor's Writing Award Contest and Reflections Contest in the areas of writing, visual arts and performing arts. Success in other curricular competitions such as annual geography bees, spelling bees, Quill and Scroll, science fair entries, both local and beyond, and math competitions color our school's history and our aspirations for the future.

Through service projects, ADMS was able to give back to the community. The student council sponsored a fall festival for all of the special needs students in the elementary schools. The Pro Team tutored elementary school students. Notably, the National Junior Honor Society contributed \$1,000 to the Make A Wish Foundation.

In pursuit of excellence for all students, we offer advanced courses in English/language arts, science and Algebra I. A variety of enrichment and extra-curricular activities promote and enhance leadership and social growth. Some of the activities include a one-of-a-kind Shakespearean Renaissance Fair, Student Council/Leadership Club, National Junior Honor Society, National Junior Beta Club, a variety of sports, academic, and special interest clubs and activities.

Our faculty and staff remain committed to professional and personal growth, which is strengthened through staff development and workshops. Ms. TJ Jones represented the school in the 2003 District Teacher of the Year competition; five teachers achieved National Board Certification; and two science teachers were key presenters at a statewide science workshop.

Initiatives to increase parent involvement flourished as we worked together as a team to improve the overall educational experience for the children. The School Improvement Council organized volunteers to help beautify the school and sponsored two student skits. Parent involvement, the PTSA and community support remain strong at ADMS.

Alice Drive Middle School, where all students are challenged and cherished, focuses on academic success for all. This 48-year tradition of excellence continues, as ADMS continues building for the future.

Bill Coon, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.